

Lesson Plan

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***CTE Level III Program:** BMAS

***Title:** Organizing a Business

***Summary:**

This lesson investigates different types of business ownerships. Students will research and discuss the several types including the advantages and disadvantages of each type of ownership. Using different types of internet and presentation software, they will present information to the class.

***CTE Program Competencies/Indicators Addressed in this Lesson:**

Competency: **6.0** **EVALUATE THE ROLE OF SMALL BUSINESS IN THE ECONOMY**

Indicator: 6.3 Compare/contrast the advantages/disadvantages of sole proprietorships, partnerships and corporations.

Competency: **10.0** **EXPLAIN BUSINESS FUNCTIONS WITHIN AN ORGANIZATION**

Indicator: 10.2 Describe the differences among sole proprietorships, partnerships, and corporations

Competency: **22.0** **USE COMPUTERIZED INFORMATION SYSTEMS AND TECHNOLOGY**

Indicator: 22.2 Utilize appropriate hardware and software to generate business communications and reports (word processing, spreadsheet, database, graphics, etc.)

Indicator: 22.4 Use multimedia software to generate presentations and reports

Indicator: 22.5 Research business issues using electronic mediums (Internet, Intranet, etc.)

***Arizona Academic Standard Content Area Addressed in this Lesson:**

Academic Standard content area: Writing

- W-P1** Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings
- PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate
- PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)
- PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)
- PO 4. Use parallel structure appropriately
- PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of capitalization standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense) spelling, with the use of a dictionary/thesaurus (as needed) punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)
- W-P4** Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual
- PO 1. State a point of view, position or argument about the subject
- PO 3. Support a point of view, position, or argument, utilizing acts, examples, details, and/or quotes from credible, accurate sources

Academic Standard content area: Reading

- R-P1** Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents
- PO 1. Extract critical details or elements of literature
- PO 2. Summarize the main points

***Learning Objectives:**

After completing this chapter the students will be able to:

- Learning Objective: Name business ownerships
- Learning Objective: Compare the ownerships
- Learning Objective: Describe alternative ways to do business
- Learning Objective: Identify types of businesses
- Learning Objective: Use the Internet as a resource tool
- Learning Objective: Organize data with other students
- Learning Objective: Discuss business ownerships

***Evaluation:**

1. Description of Evaluation:

Student mastery of the target competencies will be measured by the presentation summarizing the research.

2. Conditions under which the evaluation should be administered:

Access to internet and other resources

PowerPoint presentation software

Rough draft of business information gathered done in Microsoft Word

3. Criteria for evaluation:

See Attached Rubric

***Duration:**

2 hours research time

1 hour design time

1 hour presentation time

***Materials:**

Introduction to Business – Glencoe

Business Principles and Management - Southwestern

Technology:

Internet Access

“Hook”:

Write the types of businesses on the board as column heading – producers, processors, manufactures, intermediaries, and services. Ask students to categorize local businesses according to type. Which businesses might be organized as sole proprietorships.

Background:

None

***Procedure:**

Step 1:

Procedure:

Have students do online research regarding different types of businesses and write a rough draft of the information they have accumulated.

Handouts/Visuals needed for this step (attach copies):

Websites:

BizStats.com

Census.gov

Probe questions for students:

Do you have a general idea of the businesses that do the best in the United States

Step 2:

Procedure:

Have students discuss with their team members the type of business that do best in our economy and why.

Handouts/Visuals needed for this step (attach copies):

Websites:

Probe questions for students:

If you were to go into business today, what type of business would you choose and why,

Step 3:

Procedure:

Have students prepare presentation on their findings and present to the class.

Handouts/Visuals needed for this step (attach copies):

PowerPoint Software

Websites:

Probe questions for students:

Modifications/Variations to the Lesson:

Transparencies if PowerPoint is not available

Extensions:

Remediation:

May need more class room discussion to help students make the connections between the different types of businesses and use local businesses as examples.

Accommodations: